

# The Standard for Full Registration

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## Foreword

I am pleased to introduce the Standard for Full Registration.

This Standard is the result of a joint project between the General Teaching Council for Scotland and the Scottish Executive Education Department. One of the major aims of the project was “to develop a set of standards that will govern the transition from provisional to full registration with the General Teaching Council for Scotland”. As the project developed that set of standards became known as the Standard for Full Registration.

We believe that this Standard for Full Registration is an important milestone for the teaching profession in Scotland. It builds on the recently developed Benchmarks for Initial Teacher Education which specifies the range of attributes expected of newly qualified teachers in Scotland. The Initial Teacher Education Benchmark statements are organised into three inter-related categories:

- ❖ professional knowledge and understanding;
- ❖ professional skills and abilities;
- ❖ professional values and personal commitment.

For reasons of continuity and coherence the Standard for Full Registration is organised in a similar way. New teachers, therefore, will be familiar both with the language and the tone of the Standard for Full Registration.

The Standard has two main purposes:

- ❖ to provide a clear and concise description of the professional qualities and capabilities teachers are expected to develop during their probation or induction year;
- ❖ to provide a professional standard against which reliable and consistent decisions can be made on the fitness of new teachers for full registration with the General Teaching Council Scotland.

In other words it sets out clearly what is expected of new teachers during their induction process and it provides a professional standard against which decisions will be taken on full registration.

But the Standard will do more than that. It will also be an important element in constructing a national framework for Continuing Professional Development for all teachers. There is, therefore, now a real opportunity here in Scotland to create a continuum of professional development, starting with Initial Teacher Education, being further developed in the new one year induction period and then continuing throughout the rest of a teacher's professional career. The Standard for Full Registration will be one of the key elements of that system along with the Standard for Chartered Teacher and the Standard for Headship. The Standard for Full Registration will be one of the building blocks of that system.

Teaching brings unique challenges. We have a responsibility to ensure that those entering the profession are equipped for those challenges. As new teachers work towards the Standard for Full Registration they will need guidance and support. This support and guidance will be an integral part of the new induction system. We are in effect beginning a new era in the development of the profession. The induction process will last for one year; each new teacher is guaranteed a training post; each will be guaranteed development time and at the end of the year there will be a National Standard to be met.

Let me say finally that maintaining and enhancing the very highest standards of teaching in Scotland is the foremost priority of the General Teaching Council for Scotland. The Standard for Full Registration is a critical element in maintaining these standards and ensuring that our new teachers get the best possible introduction to a challenging but immensely rewarding profession.

A handwritten signature in black ink, reading "Matthew M MacIver". The script is cursive and fluid, with a small dot at the end.

**Matthew M MacIver**  
**Chief Executive/Registrar**  
**February 2002**

## **1 Introduction**

- 1.1 The Standard for Full Registration (SFR) specifies what is expected of a teacher seeking full registration with the General Teaching Council for Scotland.
- 1.2 The SFR needs to serve two main purposes. It has to provide:
- ❖ a clear and concise description of the professional qualities and capabilities teachers are expected to develop in the course of induction;
  - ❖ a professional standard against which reliable and consistent decisions can be made on the fitness of new teachers for full registration with GTC Scotland.

## **2 The Standard in Context**

### *Relationship to the Standard for Initial Teacher Education*

- 2.1 The SFR builds on *The Standard for Initial Teacher Education (ITE) in Scotland: Benchmark Information*. The ITE Standard was produced through collaboration among key stakeholders, including GTC Scotland, HEIs, HMI, local authorities, QAAHE and schools and it is the benchmark for the provisional registration of newly-qualified teachers. It incorporates and will replace the competences included in the *Guidelines for ITE Courses in Scotland (SOEID, 1998)*. The ITE Standard specifies the range of attributes expected of a newly-qualified teacher in Scotland. Benchmark statements and expected features (competences) are organised into three inter-related categories:

- ❖ professional knowledge and understanding;
- ❖ professional skills and abilities;
- ❖ professional values and personal commitment.

After wide consultation, this presentation in the Standard of agreed expectations for the professional development of student teachers against these three categories received broad approval from all key stakeholders. For reasons of coherence, the same three categories are used as organisers for the SFR.

- 2.2 Induction for newly-qualified teachers takes place very largely in the context of the school or schools in which they work. The experience is, therefore, different from ITE. The SFR implicitly assumes that the overall expectations of the ITE Standard will be maintained and improved as newly-qualified teachers gain in experience.

### *Continuing Professional Development*

- 2.3 A commitment to lifelong learning and personal development is at the heart of being part of a learning profession. If this commitment is to be regarded as a responsibility for all teachers, Continuing Professional Development (CPD) will need to be presented as a continuum which extends from ITE, through induction (probation) and the whole of a teacher's career.
- 2.4 As new teachers work towards the SFR, they need guidance and support to address specific development needs. This support will be delivered through structured induction programmes. Local authority arrangements for a formal professional development and review process will also make a key contribution to encouraging self-reflection on the part of new teachers and helping them to prioritise areas for development.

- 2.5 The *Quality Initiative in Scottish Schools* (QISS) has promoted school improvement through systematic self-evaluation. *How good is our school?* (HGIOS), published in 1996 by HM Inspector of Schools' Audit Unit, has become a key document. Self-evaluation through using the HGIOS performance indicators to take a closer look at aspects of a school's work has been adopted and refined by local authorities, often in partnership with HM Inspectors. This model for improvement through internal self-evaluation, along with the annual programme of inspections carried out by HMI, using the same performance indicators, has become central to the quality assurance of Scottish schools. The SFR, in line with this school improvement model, identifies professional reflection and self-evaluation as integral to good professional practice and to school improvement. Newly-qualified teachers will have become accustomed to engaging in self-evaluation within ITE. They will expect the emphasis on this professional skill to extend into their wider role as a teacher and to have an entitlement to appropriate CPD.

### 3 The Transition from Student to Teacher

- 3.1 Newly-qualified teachers have to adjust to responsibilities which require them to adopt a significantly wider role from that expected of student teachers. Most are acutely aware of this change as they face up to the whole job of being responsible for pupils in their class or classes, as well as a range of other duties. It is not surprising that, in the early weeks or months, new teachers can be pre-occupied with class organisation and management. It is an ongoing challenge to:
- ❖ ensure that all pupils make progress in their learning;
  - ❖ promote positive behaviour;
  - ❖ reflect on and develop their own ways of managing pupils;
  - ❖ maintain a purposeful, safe learning environment.
- 3.2 In addition, newly-qualified teachers have to adjust to changes in the status and expectations surrounding their work within the school. As teachers, as part of the challenge of proving themselves fit for full registration, they have:
- ❖ a duty as an employee and full member of the school staff;
  - ❖ a responsibility for operating in line with local authority and school policies;
  - ❖ a responsibility for facilitating the overall development of pupils in their class or classes;
  - ❖ a full, or fuller timetable;
  - ❖ full programmes of work to deliver;
  - ❖ a responsibility to parents and guardians.
- 3.3 In broad terms, new teachers have to accommodate and deliver the professional obligations expected of teachers in Scotland. On a day-to-day basis, alongside teaching their classes, they need to establish routines for duties such as the safety and welfare of pupils; record-keeping; reporting to parents; and meeting administrative requirements. On a wider front, some contribution to the life of the school as a whole will be expected, as well as maintenance and extension of the knowledge and skills needed to teach well. In moving to full registration status, teachers will also have to reflect on the values and personal commitment expected of a good practitioner.
- 3.4 These different expectations require the new teachers to develop their professional expertise from the standard expected at the end of ITE to that for full registration.

## **4 Professional Development of the New Teacher**

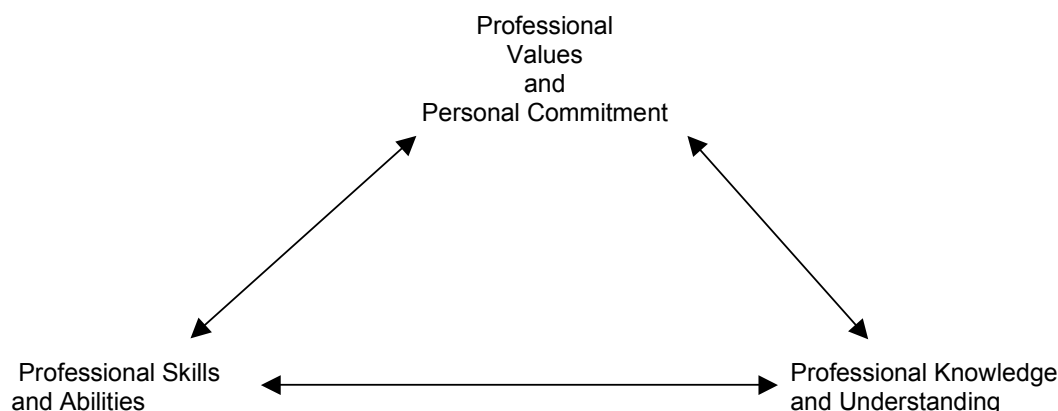
- 4.1 New teachers need to have a range of experiences which will enable them to develop further professionally in relation to:
- ❖ being a reflective practitioner, capable of effective self-evaluation which improves their practice;
  - ❖ working as a member of a team of teachers;
  - ❖ working with other professionals and other adults with a role to play;
  - ❖ working with the wider community outwith the school.
- 4.2 A central challenge in seeking to define a standard for full registration is deciding what is an appropriate expectation in terms of someone developing from novice to fully registered status. It would be unreasonable to expect most new entrants to display within a year or so all the problem-solving skills of an effective teacher with five or more years of experience. At the same time, the SFR is the gateway to the profession. It must therefore constitute a standard of capability in relation to teaching in which pupils, parents, the profession itself and the wider community can have confidence. The SFR must be comprehensive enough to be re-assuring for all interested parties and yet realistic and achievable.
- 4.3 The experiences needed by the new teacher should be accessible in a variety of ways. The most important source of development opportunities will be the experience of doing the day-to-day job, along with the support arrangements provided by colleagues in the school. The value of discussing and sharing their successes and concerns about work should not be under-estimated, in terms of assisting both professional development and personal growth. There will also be more formal CPD opportunities which could be school-based or offered through local authorities or other agencies.

## **5 The Professional Standard and Illustrations of Professional Practice**

- 5.1 The SFR is defined by the Professional Standard and the illustrations of professional practice.
- 5.2 The professional standard for full registration describes the requirements which teachers must meet to gain full registration. It was developed from the Standard for ITE and is organised under the same three aspects of professional development:
- ❖ professional knowledge and understanding;
  - ❖ professional skills and abilities;
  - ❖ professional values and personal commitment.

The following diagram, reproduced from the Standard for ITE, is designed to emphasise that it is the inter-relationship among the three aspects which develops the professionalism of the teacher.





The new teacher's induction experience and subsequent CPD activities should foster professional development in all three aspects.

- 5.3 The expected elements of the professional standard together with the illustrations of professional practice are intended to clarify and illustrate to new teachers – and those advising, supporting or reviewing new teachers – what needs to be achieved.
- 5.4 A third column in the SFR seeks to show its relationship to the Standard for ITE. This column indicates where the illustrations of professional practice is consolidating and/or extending an expected feature from the Standard for ITE, or where it is something new to the SFR. The numbers in brackets, eg extend (2), refer to the bullet point order of the expected features in the ITE Standard.

Appendix I provides a copy of the SFR.

Appendix II provides further information on the links between the Standard for Initial Teacher Education and the Standard for Full Registration.

## 6 Judgements About Teachers' Capabilities in Relation to the SFR

- 6.1 The SFR is defined by the professional standard and the illustrations of professional practice. Together, these descriptions of practice give an indication of what a new teacher needs to attain to achieve full registration. They will inform the process of self-evaluation by new teachers and provide a structured background against which new teachers will be assessed.
- 6.2 The scope of this document is limited to defining the Standard and does not address in detail how judgements will or should be made. It is not intended that the illustrations of professional practice should be used as a checklist. In broad terms, the person reviewing the work of the new teacher needs to be re-assured that the capabilities described by the professional standard are achieved. Where the teacher or the observer thinks that further development is needed to overtake the professional standard the illustrations of professional practice provide a focus for what needs to be done.
- 6.3 The period of induction should take place in a climate of support. New teachers should be encouraged to seek advice and help, both from their peers – other class teachers – and the school managers. The need for support will vary depending on the capabilities of the new teachers and the circumstances of the schools in which they work. For example, a new teacher faced with a number of pupils with identified learning needs might need considerable direct assistance.

6.4 Staff responsible for reviewing the work of new teachers will also take account of more holistic quality indicators in forming a view of an individual's capability in relation to the SFR. Such indicators would include the new teacher:

- ❖ having sought the respect of pupils in classes taught;
- ❖ being valued by other members of staff;
- ❖ having a purposeful class ethos;
- ❖ making a contribution to whole-school aspects;
- ❖ being trusted by parents; and
- ❖ enabling pupils to make good progress.

These holistic quality indicators are not a formal part of the SFR. However, they could provide a useful way of supporting judgements made when reviewers are discussing progress with new teachers or completing their reports at the end of the induction period.

Further advice and guidance related to how judgements are made about teachers' capabilities in relation to the SFR are included in the document 'Achieving the Standard for Full Registration : Guidance for Schools'.



## **The Standard for Full Registration**

The Illustrations of Professional Practice are indicated in italics in the table below.

### **1 Professional knowledge and understanding**

#### **1.1 Curriculum**

- 1.1.1 Registered teachers should have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum.

Registered teachers...

- ❖ *have secure knowledge and understanding of the theory and practical skills required in the curriculum area or subject(s) to be taught*
- ❖ *understand how to match the level of the curriculum area or subject(s) to be taught to needs of pupils*
- ❖ *use and adapt materials for learning and teaching which stimulate and challenge pupils*
- ❖ *have knowledge of some current developments in subjects taught and how these may be integrated into their teaching and resources for learning*

- 1.1.2 Registered teachers should have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development0.

Registered teachers...

- ❖ *understand how to promote and support the individual development, well-being and social competence of the pupils in their classes/register groups; and that they have a commitment to raising those pupils' expectations of themselves and others*
- ❖ *understand how to apply knowledge and understanding of personal, social, vocational and health education (including drug education) at a level which stimulates and challenges pupils being taught, and raises their awareness of relevant issues*
- ❖ *have knowledge and understanding of current guidance on the use of ICT in schools1*
- ❖ *use available ICT to enhance learning and teaching*

Registered teachers in primary and pre-school...

- ❖ *have knowledge and understanding of the content of the curriculum in relation to literacy and numeracy as set out in national guidelines*
- ❖ *plan work for pupils which is based on a secure knowledge and understanding of the developmental stages of literacy and numeracy in children*
- ❖ *have knowledge and understanding of the methods and underlying theories for effective teaching of literacy and numeracy; and select the most appropriate methods to meet pupils' needs*

Registered teachers in secondary...

- ❖ *have knowledge and understanding of the demands of their subject in relation to literacy and numeracy*
- ❖ *know how to match the demands of work in their own subject with pupils' skills in literacy and numeracy*
- ❖ *know how to promote attainment in literacy and numeracy necessary for pupils' work in their subject area*

1.1.3 Registered teachers understand the nature of the curriculum and its development.

Registered teachers...

- ❖ *have an understanding of the principles of structure, breadth, balance, continuity and progression in the curriculum*
- ❖ *have knowledge and understanding of the processes of change and development in the curriculum*
- ❖ *can draw on relevant comparisons with other sectors and systems*
- ❖ *planning includes promotion of pupils' learning by highlighting conceptual connections with other curriculum areas, subjects or stages*

1.1.4 Registered teachers have sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects.

Registered teachers...

- ❖ *have knowledge and understanding of, for example, sustainable development, core skills, equal opportunities, support for pupils, responsible citizenship and education for work and enterprise*

## **1.2 Education systems and Professional Responsibilities**

1.2.1 Registered teachers have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it.

Registered teachers...

- ❖ *have understanding, enhanced by their experience, of the national framework for, and developments in, the Scottish education system*
- ❖ *have knowledge, informed by extended teaching experience, of the impact of national and local policies on teaching and learning*
- ❖ *have a sound working knowledge of current, relevant legislation and of guidelines within and surrounding education such as documents relating to children's rights and child protection which affect teachers' daily responsibilities*
- ❖ *understand and can apply, in an educational context, the principles of equality of opportunity and social justice and of the need for anti-discriminatory practice*

- 1.2.2 Registered teachers have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them.

Registered teachers...

- ❖ *have knowledge of the role and organisation of their employing authority, its policies and development priorities*
- ❖ *have working knowledge and understanding of the organisation and management of their school(s), including: school development planning; procedures for staff development and review; quality assurance and school improvement; and the relationship of these features to their responsibilities for classroom learning and teaching*
- ❖ *are reliable in following school/stage/departmental administrative procedures in matters to do with their immediate teaching responsibilities, eg use of resources and assessment records*
- ❖ *have working knowledge and understanding of their contractual, pastoral and legal responsibilities as teachers*
- ❖ *understand the importance of their role in positively promoting school ethos in informal as well as formal areas of the curriculum. For Catholic teachers, an understanding of, and commitment to, the distinctive ethos of the Catholic school is expected*
- ❖ *have knowledge and understanding of their own role and responsibilities as teachers in relation to other school staff, professionals, para-professionals, agencies and parents' organisations*
- ❖ *understand the importance of reporting to parents or guardians on children's progress and discussing matters related to their children's personal, social and emotional development in a sensitive and productive way*

### **1.3 Principles and Perspectives**

- 1.3.1 Registered teachers can articulate their professional values and practices and relate them to theoretical principles and perspectives.

Registered teachers...

- ❖ *have knowledge and understanding of the stages of child development which they are able to use to take account of their pupils' needs*
- ❖ *have knowledge and understanding of the main theories of learning and draw on these in thinking about and planning their own teaching and pupils' learning*
- ❖ *have the ability to discuss the principles informing their own view of education, the curriculum and professional practice*

- 1.3.2 Registered teachers have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general.

Registered teachers...

- ❖ *have knowledge of how to access and relate research knowledge to their teaching circumstances*
- ❖ *can discuss critically how systematic investigation of, and reflection on, classroom practice can inform and develop teaching and learning*

## **2 Professional Skills and Abilities**

### **2.1 Teaching and Learning**

- 2.1.1 Registered teachers are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach.

Registered teachers...

- ❖ *can devise plans for effective learning in the area(s) of the curriculum or subject(s) to be taught, or themes being studied*
- ❖ *have knowledge and understanding to justify the content and style of their teaching in terms of its value in the curriculum, its contribution to children's learning and general development, and its relevance to the needs of the pupils being taught*

- 2.1.2 Registered teachers communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively.

Registered teachers...

- ❖ *can use of a variety of communicative styles, strategies and media to capture and sustain pupil interest*
- ❖ *can communicate the purpose of lessons and activities, and give explanations, in a stimulating manner at the appropriate level(s) for pupils in their class/classes*
- ❖ *can communicate with pupils in ways which involve them actively in classwork*
- ❖ *can communicate effectively with pupils as individuals*
- ❖ *are sensitive to the impact of their personal style of communication on pupils and others in the classroom*

- 2.1.3 Registered teachers use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils.

Registered teachers...

- ❖ *can consistently select strategies for teaching and learning appropriate to the subject, topic and interests and needs of pupils.*
- ❖ *have a judicious balance of direct, interactive teaching of whole-class, group and individuals*
- ❖ *can deploy and adopt a wide variety of resources, including ICT*
- ❖ *can set and mark homework which is varied in form, with clear purpose in relation to class work*
- ❖ *can consistently evaluate and justify their approaches to teaching and learning and take action to improve the impact on pupils*

- 2.1.4 Registered teachers set and maintain expectations and pace of work for all pupils.

Registered teachers...

- ❖ *have high expectations of and realistic challenges for pupils*
- ❖ *ensure learning tasks are varied in form, differentiated and devised to build confidence and promote progress of all pupils, including those with special educational needs and high attaining pupils*
- ❖ *identify and respond appropriately to pupils with difficulties in, or barriers to, learning and seek advice in relation to their special educational needs*
- ❖ *possess sensitive and positive attitudes towards differences among pupils (eg gender, social, cultural, religious, linguistic)*
- ❖ *ensure pupil initiative and independent learning are encouraged and nurtured*

2.1.5 Registered teachers work co-operatively with other professionals and adults.

Registered teachers...

- ❖ *can create and sustain appropriate working relationships with other teachers, classroom assistants and visiting professionals*
- ❖ *ensure effective use of support staff to assist pupil learning and welfare*
- ❖ *can interact effectively with parents or guardians, particularly when reporting on children's progress or their personal, social or emotional development*

**2.2 Classroom Organisation and Management**

2.2.1 Registered teachers organise and manage classes and resources to achieve safe, orderly and purposeful activity.

Registered teachers...

- ❖ *ensure their classroom or work area is organised to be safe, visually attractive and stimulating, with effective displays of pupils' work*
- ❖ *can plan and organise their classroom to facilitate whole-class, group and individual work and promote independence in pupils' learning*
- ❖ *can plan and organise the work of nursery nurses, classroom assistants and other helpers in the classroom*
- ❖ *can organise and manage classroom resources and ICT to support teaching and pupils' learning*
- ❖ *can use the environment and resources outside of the classroom and school to support teaching and pupils' learning*
- ❖ *know about and apply appropriate health and safety regulations*

2.2.2 Registered teachers manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary.

Registered teachers...

- ❖ *can use, in a consistent way, a variety of techniques to encourage pupils, promote positive behaviour and celebrate success*
- ❖ *can implement the school discipline policy including strategies to prevent bullying, in a fair, consistent and informed manner*
- ❖ *seek and use advice from colleagues and promoted staff in managing more serious acts of indiscipline*
- ❖ *evaluate and justify the approaches taken to managing pupils and, when necessary, take action to improve them*



## **2.3 Assessment of Pupils**

### **2.3.1 Registered teachers understand and apply the principles of assessment, recording and reporting.**

Registered teachers...

- ❖ *can apply baseline, summative, and formative assessment, criterion and norm-referenced techniques to assess pupils' attainments and monitor progress*
- ❖ *that they can select and use a range of assessment instruments, including those required by SQA, to promote and monitor learning, as an integral part of the teaching process, without dominating it*
- ❖ *can use a range of techniques and evidence including teachers' reports, marking of work, observation, testing and analysis of test results and assignments to establish the levels of attainment of individuals, groups and classes*
- ❖ *can produce and maintain well-organised, accurate records of assessments and use the results to monitor and report on pupils' progress*
- ❖ *are able to produce clear and informative reports for parents*

### **2.3.2 Registered teachers use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach.**

Registered teachers...

- ❖ *monitor progress against national standards and individual targets, confirm attainment of learning outcomes, and set next steps in learning*
- ❖ *are able to diagnose difficulties and give advice to pupils on ways of overcoming them and making progress*
- ❖ *ensure feedback from assessment is given in a positive and encouraging manner and that pupils have experience of success*
- ❖ *ensure pupils are individually engaged in dialogue about their progress, encouraged to assess themselves and set realistic personal targets*
- ❖ *can use the results of assessment to set and achieve longer-term targets for a class, including (for S4-S6 teaching) satisfactory levels of performance in national examinations*
- ❖ *can use assessment information to identify barriers to learning and devise ways of overcoming such barriers, where appropriate with support for learning staff*
- ❖ *can use comparative studies of pupil attainment to inform expectations of pupils*

## **2.4 Professional Reflection and Communication**

### **2.4.1 Registered teachers learn from their experience of practice and from critical evaluation of relevant literature in their professional development.**

Registered teachers...

- ❖ *ensure research literature is critically reviewed in relation to understanding and developing practice*
- ❖ *can select and use texts on the basis of evaluating their contribution to children's learning*

### **2.4.2 Registered teachers convey an understanding of practice and general educational matters in their professional dialogue and communication.**

Registered teachers...

- ❖ *Possess, in discussion of educational matters, an understanding of the important issues*
- ❖ *can write in a clear and concise way to substantiate arguments and conclusions*

- 2.4.3 Registered teachers reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development.

Registered teachers...

- ❖ *ensure decisions about professional practice draw on evidence and what they have learned from their own experience of teaching*
- ❖ *evaluate and adapt their classroom practice systematically to take account of impact on pupils*
- ❖ *show productive participation in professional dialogue and engagement with the processes of curriculum development and school development planning*
- ❖ *maintain a record of their own professional development activities and reflections, including a post-induction plan*

### **3 Professional Values and Personal Commitment**

- 3.1 Registered teachers show in their day-to-day practice a commitment to social justice and inclusion.

Registered teachers...

- ❖ *respect and value children and young people as unique, whole individuals*
- ❖ *show respect for the rights of all children and young people without discrimination as defined in the United Nations Convention on the Rights of the Child (adopted by the General Assembly of the United Nations on 20 November 1989 and brought into force on 2 September 1990) and the Children(Scotland) Act 1995*
- ❖ *value and promote fairness and justice and adopt anti-discriminatory practices in all regards, including gender, sexual orientation, race, disability, age, religion, culture and socio-economic background*
- ❖ *show a commitment to promoting and supporting the individual development, well-being and social competence of the pupils in their classes/register groups, to raising these pupils' expectations of themselves and others; and encouragement of mutual respect and positive attitudes*

- 3.2 Registered teachers take responsibility for their professional learning and development.

Registered teachers...

- ❖ *show a commitment to self-evaluation and continuing professional development as key means to improving practice and widening areas of expertise*
- ❖ *contribute and respond to changes in education policies and practices*

- 3.3 Registered teachers value, respect and are active partners in the communities in which they work.

Registered teachers...

- ❖ *have positive relationships and partnerships within the community – with professional colleagues, with other professions, with parents, with other agencies and with the learners themselves*
- ❖ *know about environmental issues and be able to contribute to education for sustainable development*
- ❖ *know about the factors which contribute to health and well-being and be willing to contribute to promoting healthy lifestyles*
- ❖ *know about the requirements of education for citizenship and be willing to encourage pupils to be active, critical and responsible citizens*
- ❖ *can work co-operatively with other professionals recognising their different skills and possible different value bases*

## APPENDIX II

## Links Between the Standard for Full Registration and the Standard for Initial Teacher Education

**1 Professional knowledge and understanding**

<sup>1</sup>New teachers during their induction period are 'provisionally' registered with the GTC Scotland. The term 'registered teacher' is used in the standard to apply to a teacher who has successfully completed an induction period and is therefore 'fully' registered.

<sup>2</sup> The illustrations of professional practice should not be used as a checklist.

**1.1 Curriculum**

The Professional Standard	Illustrations of Professional Practice	Relationship to ITE Standard
1.1.1 Registered teachers* have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum.	Registered teachers... <ul style="list-style-type: none"> <li>❖ have secure knowledge and understanding of the theory and practical skills required in the curriculum area or subject(s) to be taught</li> <li>❖ understand how to match the level of the curriculum area or subject(s) to be taught to needs of pupils</li> <li>❖ use and adapt materials for learning and teaching which stimulate and challenge pupils</li> <li>❖ have knowledge of some current developments in subjects taught and how these may be integrated into their teaching and resources for learning</li> </ul>	extend (1)  extend (2)  consolidate/extend (3)  new
1.1.2 Registered teachers have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)	Registered teachers... <ul style="list-style-type: none"> <li>❖ understand how to promote and support the individual development, well-being and social competence of the pupils in their classes/register groups; and that they have a commitment to raising those pupils' expectations of themselves and others</li> <li>❖ understand how to apply knowledge and understanding of personal, social, vocational and health education (including drug education) at a level which stimulates and challenges pupils being taught, and raises their awareness of relevant issues</li> <li>❖ have knowledge and understanding of current guidance<sup>1</sup> on the use of ICT in schools</li> <li>❖ use available ICT to enhance learning and teaching</li> </ul>	extend (7)  see also 3.1(4)  consolidate/extend (8)  extend (9)

	<p>Registered teachers in primary and pre-school</p> <ul style="list-style-type: none"> <li>❖ have knowledge and understanding of the content of the curriculum in relation to literacy and numeracy as set out in national guidelines</li> <li>❖ plan work for pupils which is based on a secure knowledge and understanding of the developmental stages of literacy and numeracy in children</li> <li>❖ have knowledge and understanding of the methods and underlying theories for effective teaching of literacy and numeracy; and select the most appropriate methods to meet pupils' needs</li> </ul> <p>Registered teachers in secondary...</p> <ul style="list-style-type: none"> <li>❖ have knowledge and understanding of the demands of their subject in relation to literacy and numeracy</li> <li>❖ know how to match the demands of work in their own subject with pupils' skills in literacy and numeracy</li> <li>❖ know how to promote attainment in literacy and numeracy necessary for pupils' work in their subject area</li> </ul>	<p>consolidate (1)</p> <p>consolidate (2)</p> <p>consolidate (3)</p> <p>consolidate (4)</p> <p>consolidate (5)</p> <p>consolidate (6)</p>
1.1.3 Registered teachers understand the nature of the curriculum and its development.	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ have an understanding of the principles of structure, breadth, balance, continuity and progression in the curriculum</li> <li>❖ have knowledge and understanding of the processes of change and development in the curriculum</li> <li>❖ can draw on relevant comparisons with other sectors and systems</li> <li>❖ planning includes promotion of pupils' learning by highlighting conceptual connections with other curriculum areas, subjects or stages</li> </ul>	<p>consolidate/extend (1)</p> <p>extend (2)</p> <p>consolidate (3)</p> <p>new</p>
1.1.4 Registered teachers have sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects.	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ have knowledge and understanding of, for example, sustainable development, core skills, equal opportunities, support for pupils, responsible citizenship and education for work and enterprise</li> </ul>	<p>new</p>

**1.2 Education Systems and Professional Responsibilities**  
 (numbers refer to bullet point order of the 'expected features' in ITE Standard)

The Professional Standard	Illustrations of Professional Practice	Relationship to ITE Standard
1.2.1 Registered teachers have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it.	Registered teachers... <ul style="list-style-type: none"> <li>❖ have understanding, enhanced by their experience, of the national framework for, and developments in, the Scottish education system</li> <li>❖ have knowledge, informed by extended teaching experience, of the impact of national and local policies on teaching and learning</li> <li>❖ have a sound working knowledge of current, relevant legislation and of guidelines within and surrounding education such as documents relating to children's rights and child protection which affect teachers' daily responsibilities</li> <li>❖ understand and can apply, in an educational context, the principles of equality of opportunity and social justice and of the need for anti-discriminatory practice</li> </ul>	consolidate/extend (1)  new  consolidate/extend (2,3,4)  extend (4)
1.2.2 Registered teachers have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them.	Registered teachers... <ul style="list-style-type: none"> <li>❖ have knowledge of the role and organisation of their employing authority, its policies and development priorities</li> <li>❖ have working knowledge and understanding of the organisation and management of their school(s), including: school development planning; procedures for staff development and review; quality assurance and school improvement; and the relationship of these features to their responsibilities for classroom learning and teaching</li> <li>❖ are reliable in following school/stage/departmental administrative procedures in matters to do with their immediate teaching responsibilities, eg use of resources and assessment records</li> <li>❖ have working knowledge and understanding of their contractual, pastoral and legal responsibilities as teachers</li> <li>❖ understand the importance of their role in positively promoting school ethos in informal as well as formal areas of the curriculum. For Catholic teachers, an understanding of, and commitment to, the distinctive ethos of the Catholic school is expected</li> </ul>	consolidate/extend (1)  consolidate/extend (1,5)  new/extend (1)  consolidate/extend (2)  extend (3,7)  consolidate/extend (1,5,6)

	<ul style="list-style-type: none"> <li>❖ have knowledge and understanding of their own role and responsibilities as teachers in relation to other school staff, professionals, para-professionals, agencies and parents' organisations</li> <li>❖ understand the importance of reporting to parents or guardians on children's progress and discussing matters related to their children's personal, social and emotional development in a sensitive and productive way</li> </ul>	extend (4)
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### 1.3 Principles and Perspectives

(numbers refer to bullet point order of the 'expected features' in ITE Standard)

The Professional Standard	Illustrations of Professional Practice	Relationship to ITE Standard
1.3.1 Registered teachers can articulate their professional values and practices and relate them to theoretical principles and perspectives.	Registered teachers... <ul style="list-style-type: none"> <li>❖ have knowledge and understanding of the stages of child development which they are able to use to take account of their pupils' needs</li> <li>❖ have knowledge and understanding of the main theories of learning and draw on these in thinking about and planning their own teaching and pupils' learning</li> <li>❖ have the ability to discuss the principles informing their own view of education, the curriculum and professional practice</li> </ul>	consolidate (1)  consolidate (2)  consolidate (3)
1.3.2 Registered teachers have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general.	Registered teachers... <ul style="list-style-type: none"> <li>❖ have knowledge of how to access and relate research knowledge to their teaching circumstances</li> <li>❖ can discuss critically how systematic investigation of, and reflection on, classroom practice can inform and develop teaching and learning</li> </ul>	consolidate (1)  extend (2)

## 2 Professional Skills and Abilities

### 2.1 Teaching and Learning

(numbers refer to bullet point order of the 'expected features' in ITE Standard)

The Professional Standard	Illustrations of Professional Practice	Relationship to ITE Standard
2.1.1 Registered teachers are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach.	Registered teachers... <ul style="list-style-type: none"> <li>❖ can devise plans for effective learning in the area(s) of the curriculum or subject(s) to be taught, or themes being studied</li> <li>❖ have knowledge and understanding to justify the content and style of their teaching in terms of its value in the curriculum, its contribution to children's learning and general development, and its relevance to the needs of the pupils being taught</li> </ul>	extend (1) consolidate (2)
2.1.2 Registered teachers communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively.	Registered teachers... <ul style="list-style-type: none"> <li>❖ can use of a variety of communicative styles, strategies and media to capture and sustain pupil interest</li> <li>❖ can communicate the purpose of lessons and activities, and give explanations, in a stimulating manner at the appropriate level(s) for pupils in their class/classes</li> <li>❖ can communicate with pupils in ways which involve them actively in classwork</li> <li>❖ can communicate effectively with pupils as individuals</li> <li>❖ are sensitive to the impact of their personal style of communication on pupils and others in the classroom</li> </ul>	extend (1)  extend (2)  extend (3)  new  new
2.1.3 Registered teachers use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils.	Registered teachers... <ul style="list-style-type: none"> <li>❖ can consistently select strategies for teaching and learning appropriate to the subject, topic and interests and needs of pupils.</li> <li>❖ have a judicious balance of direct, interactive teaching of whole-class, group and individuals</li> <li>❖ can deploy and adopt a wide variety of resources, including ICT</li> <li>❖ can set and mark homework which is varied in form, with clear purpose in relation to class work</li> <li>❖ can consistently evaluate and justify their approaches to teaching and learning and take action to improve the impact on pupils</li> </ul>	extend (2)  extend (1,4) extend (3)  extend (1)  consolidate/extend (5)

2.1.4 Registered teachers set and	Registered teachers...	
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maintain expectations and pace of work for all pupils	<ul style="list-style-type: none"> <li>❖ have high expectations of and realistic challenges for pupils</li> <li>❖ ensure learning tasks are varied in form, differentiated and devised to build confidence and promote progress of all pupils, including those with special educational needs and high attaining pupils</li> <li>❖ identify and respond appropriately to pupils with difficulties in, or barriers to, learning and seek advice in relation to their special educational needs</li> <li>❖ possess sensitive and positive attitudes towards differences among pupils (eg gender, social, cultural, religious, linguistic)</li> <li>❖ ensure pupil initiative and independent learning are encouraged and nurtured</li> </ul>	<p>extend (1)</p> <p>extend (1)</p> <p>consolidate/extend (2)</p> <p>consolidate/extend (3)</p> <p>consolidate/extend (4)</p>
2.1.5 Registered teachers work co-operatively with other professionals and adults	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ can create and sustain appropriate working relationships with other teachers, classroom assistants and visiting professionals</li> <li>❖ ensure effective use of support staff to assist pupil learning and welfare</li> <li>❖ can interact effectively with parents or guardians, particularly when reporting on children's progress or their personal, social or emotional development</li> </ul>	<p>extend (1)</p> <p>consolidate/extend (2)</p> <p>new</p>

## 2.2 Classroom Organisation and Management

(numbers refer to bullet point order of the 'expected features' in ITE Standard)

The Professional Standard	Illustrations of Professional Practice	Relationship to ITE Standard
2.2.1 Registered teachers organise and manage classes and resources to achieve safe, orderly and purposeful activity.	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ ensure their classroom or work area is organised to be safe, visually attractive and stimulating, with effective displays of pupils' work</li> <li>❖ can plan and organise their classroom to facilitate whole-class, group and individual work and promote independence in pupils' learning</li> <li>❖ can plan and organise the work of nursery nurses, classroom assistants and other helpers in the classroom</li> <li>❖ can organise and manage classroom resources and ICT to support teaching and pupils' learning</li> <li>❖ can use the environment and resources outside of the classroom and school to support teaching and pupils' learning</li> <li>❖ know about and apply appropriate health and safety regulations</li> </ul>	<p>extend (1,6)</p> <p>consolidate/extend (3)</p> <p>extend (2)</p> <p>extend(5)</p> <p>extend (4)</p> <p>extend (7)</p>
2.2.2 Registered teachers	Registered teachers...	



manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary.	<ul style="list-style-type: none"> <li>❖ can use, in a consistent way, a variety of techniques to encourage pupils, promote positive behaviour and celebrate success</li> <li>❖ can implement the school discipline policy including strategies to prevent bullying, in a fair, consistent and informed manner</li> <li>❖ seek and use advice from colleagues and promoted staff in managing more serious acts of indiscipline</li> <li>❖ evaluate and justify the approaches taken to managing pupils and, when necessary, take action to improve them</li> </ul>	consolidate (1)  consolidate/extend (2)  extend (3)  new/extend(3)
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### 2.3 Assessment of Pupils

(numbers refer to bullet point order of the 'expected features' in ITE Standard)

The Professional Standard	Illustrations of Professional Practice	Relationship to ITE Standard
2.3.1 Registered teachers understand and apply the principles of assessment, recording and reporting.	Registered teachers... <ul style="list-style-type: none"> <li>❖ can apply baseline, summative, and formative assessment, criterion and norm-referenced techniques to assess pupils' attainments and monitor progress</li> <li>❖ that they can select and use a range of assessment instruments, including those required by SQA, to promote and monitor learning, as an integral part of the teaching process, without dominating it</li> <li>❖ can use a range of techniques and evidence including teachers' reports, marking of work, observation, testing and analysis of test results and assignments to establish the levels of attainment of individuals, groups and classes</li> <li>❖ can produce and maintain well-organised, accurate records of assessments and use the results to monitor and report on pupils' progress</li> <li>❖ are able to produce clear and informative reports for parents</li> </ul>	consolidate/extend (1)  consolidate/extend (2)  consolidate/extend (3)  consolidate/extend (4,5)  consolidate/extend (5)

2.3.2 Registered teachers use the results of assessment to evaluate and improve their	Registered teachers... <ul style="list-style-type: none"> <li>❖ monitor progress against national standards and individual targets, confirm attainment of learning outcomes, and set</li> </ul>	consolidate (1)
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teaching, and the learning and attainment of the children they teach.	<ul style="list-style-type: none"> <li>❖ next steps in learning</li> <li>❖ are able to diagnose difficulties and give advice to pupils on ways of overcoming them and making progress</li> <li>❖ ensure feedback from assessment is given in a positive and encouraging manner and that pupils have experience of success</li> <li>❖ ensure pupils are individually engaged in dialogue about their progress, encouraged to assess themselves and set realistic personal targets</li> <li>❖ can use the results of assessment to set and achieve longer-term targets for a class, including (for S4-S6 teaching) satisfactory levels of performance in national examinations</li> <li>❖ can use assessment information to identify barriers to learning and devise ways of overcoming such barriers, where appropriate with support for learning staff</li> <li>❖ can use comparative studies of pupil attainment to inform expectations of pupils</li> </ul>	consolidate/extend (1,2,3)  extend (2)  consolidate/extend (3)  new/extend (4)  new/extend (2) and 2.1.3 (2)  extend (5)
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## 2.4 Professional Reflection and Communication

(numbers refer to bullet point order of the 'expected features' in ITE Standard)

The Professional Standard	Illustrations of Professional Practice	Relationship to ITE Standard
2.4.1 Registered teachers learn from their experience of practice and from critical evaluation of relevant literature in their professional development.	Registered teachers... <ul style="list-style-type: none"> <li>❖ ensure research literature is critically reviewed in relation to understanding and developing practice</li> <li>❖ can select and use texts on the basis of evaluating their contribution to children's learning</li> </ul>	consolidate/extend (1,3)  consolidate/extend (2,3)
2.4.2 Registered teachers convey an understanding of practice and general educational matters in their professional dialogue and communication.	Registered teachers... <ul style="list-style-type: none"> <li>❖ Possess, in discussion of educational matters, an understanding of the important issues</li> <li>❖ can write in a clear and concise way to substantiate arguments and conclusions</li> </ul>	consolidate/extend (1) extend (2,3)

2.4.3 Registered teachers reflect on and act to improve their own	Registered teachers... <ul style="list-style-type: none"> <li>❖ ensure decisions about professional practice draw on evidence and what they</li> </ul>	extend (1)
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professional practice, contribute to their own professional development, and engage in the process of curriculum development.	<ul style="list-style-type: none"> <li>❖ have learned from their own experience of teaching</li> <li>❖ evaluate and adapt their classroom practice systematically to take account of impact on pupils</li> <li>❖ show productive participation in professional dialogue and engagement with the processes of curriculum development and school development planning</li> <li>❖ maintain a record of their own professional development activities and reflections, including a post-induction plan</li> </ul>	<p>extend (1,2)</p> <p>consolidate/extend (3)</p> <p>new</p>
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### 3 Professional Values and Personal Commitment

(numbers refer to bullet point order of the 'expected features' in ITE Standard)

The Professional Standard	Illustrations of Professional Practice	Relationship to ITE Standard
3.1 Registered teachers should show in their day-to-day practice a commitment to social justice and inclusion.	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ respect and value children and young people as unique, whole individuals</li> <li>❖ respect the rights of all children and young people without discrimination as defined in the United Nations Convention on the Rights of the Child and Children (Scotland) Act 1995</li> <li>❖ value and promote fairness and justice and adopt anti-discriminatory practices in all regards, including gender, sexual orientation, race, disability, age, religion, culture and socio-economic background</li> <li>❖ are committed to promoting and supporting the individual development, well-being and social competence of the pupils in their classes/register groups, to raising these pupils' expectations of themselves and others; and encouragement of mutual respect and positive attitudes</li> </ul>	<p>consolidate (1)</p> <p>consolidate (2)</p> <p>consolidate (3)</p> <p>consolidate (4)</p>
3.2 Registered teachers take responsibility for their professional learning and development.	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ show a commitment to self-evaluation and continuing professional development as key means to improving practice and widening areas of expertise</li> <li>❖ contribute and respond to changes in education policies and practices</li> </ul>	<p>consolidate (1,2)</p> <p>extend (2)</p>

<p>3.3 Registered teachers value, respect and are active partners in the communities in which they work.</p>	<p>Registered teachers...</p> <ul style="list-style-type: none"> <li>❖ have positive relationships and partnerships within the community – with professional colleagues, with other professions, with parents, with other agencies and with the learners themselves</li> <li>❖ know about environmental issues and be able to contribute to education for sustainable development</li> <li>❖ know about the factors which contribute to health and well-being and be willing to contribute to promoting healthy lifestyles</li> <li>❖ know about the requirements of education for citizenship and be willing to encourage pupils to be active, critical and responsible citizens</li> <li>❖ can work co-operatively with other professionals recognising their different skills and possible different value bases</li> </ul>	<p>consolidate (1)</p> <p>consolidate (2)</p> <p>consolidate (3)</p> <p>consolidate (4)</p> <p>consolidate (5)</p>
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